

# WOODFORD COUNTY HIGH NEWSLETTER



Issue No 21 July 2017

## Headlines

From an internal point of view there's not much doubt about what should be the headline of this, my 7<sup>th</sup> summer newsletter. Less than 48 hours ago at the time of writing I officially took delivery on behalf of the school of our brand new *Centenary Centre*, as it is to be known. Its formal opening will take place on the school birthday in September but it will be very much open for business from the first day of the next academic year and already the complex but exciting business has begun of 'moving in'. In my own hardly unprejudiced view it's a wonderful building and an extremely exciting moment in Woodford's history, all the more so because we recently learned that our bid has been successful for a sizeable grant from the *Wolfson Foundation* which will help us equip this new addition to the campus in the state-of-the-art manner it deserves.

But inward is not the only direction in which a progressive school – and indeed humanity as a whole – should be directing its gaze. In the course of these last 12 months, as I mentioned in an earlier newsletter, I've had the privilege of being part of a working group assembled by the (previous) United States government alongside colleagues of several nationalities and widely differing educational cultures. It would be difficult to communicate in a short piece like this how eye-opening and inspiring I found the interaction with these colleagues, and, quite apart from the issues which the working party was officially formed to consider, the experience got me thinking – and has kept me thinking – about the importance of building, as the expression goes, bridges rather than walls. These same twelve months have seen, on the national and the international stage abundant examples of division, suspicion and (the almost inevitable extension of these) violence between human beings who have in the grand scheme of things no good reason to reject peaceful and fruitful co-existence. That's certainly the direction in which any hope for the future of our species must lie, but equally certainly it won't happen without the active involvement of all who believe that to be true.

With which in mind it surely becomes the duty of educational institutions perhaps above all others to go beyond the discouragement and correction of intolerance and positively to promote harmony in any way within its power. So I want to put on record here our commitment to explore over the coming school year new ways of fostering collaboration and mutual understanding within our school community.

It's my custom in introducing the termly newsletter to highlight a few of the more notable developments in Woodford life since the last time I wrote to you. This year, for the first time, we joined a national movement to celebrate diversity and inclusion and we held LGBT+ week in school. Both girls and colleagues having been shocked and saddened by the tragedy in North Kensington, there was strong support of our fundraising activities for Grenfell Tower survivors. Student led campaigns this term have included support of food banks (the "We Scare Hunger" initiative) and our Travel Ambassadors gaining the school a Bronze Travel Plan Award for their efforts to reduce the impact of school travel on the environment. Another altruistic initiative saw girls running 5k in the Olympic Park one Saturday morning to support PFA fundraising for the innovation lab. (Sorry, the details remain very much under wraps until Christmas!)

Finally, of course, the end of the school year sees us bidding farewell to an entire cohort of Year 13s. This particular cohort, if I may be permitted a moment of self-indulgence, is one with which I feel a particular affinity since they arrived in the school at the same time as I did and are consequently the first group whose progress through the three key stages I have been able to follow in its entirety. I wish them the very best of luck with their exam results and with the futures which await them beyond and all of you a happy and reinvigorating summer holiday.

**Ms Jo Pomeroy**  
Headteacher



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## **Mrudang Patel MSc, CEng, MIET**

### **Parent Governor**

I became Parent Governor at WCHS in October 2015 and I have only one consideration in this regard, to bring about a complete focus on the outcomes of the students of this school. I am passionate about the development of young people to achieve their full potential and I will offer you the reasons why I am so passionate in this cause.

I am of Indian origin and born in Tanzania. My parents were British Immigrants to this country in 1975 and we settled in Newham where I went to Salisbury Primary School, then Stratford Secondary School. I got a good set of O Levels and went to (then) East Ham College of Technology. Getting four A Levels, I moved onto a student apprenticeship with Marconi in Chelmsford and a thin sandwich degree at Brunel University. I graduated in Engineering in 1991 and, with the end of the cold war, I moved to the BBC and started a career in broadcasting engineering. I achieved a Broadcast Engineering qualification with the BBC. I have then moved jobs to Eurosat, NTL and since 2002 have worked at MTV / Viacom where I have completed my Open University Masters in Manufacturing: Management and Technology, registered as a member of the Institute of Engineering and Technology and registered as Chartered with the Engineering Council UK.

I have previously served as a Governor in a primary school Vice Chair to the governing body for several years. Now I am fortunate to be elected to this post at WCHS. I now largely dispute how our youth are demonised in media as I know first-hand that our youth, and particularly our students are exceptionally intelligent, aware of their environment and responsible. Our students are under great pressure to perform and achieve, and the stress they are placed under is one of the biggest topics discussed in the Governing Body, indeed at every meeting I have attended so far. It is the awareness and support network that we can provide for our students to alleviate the pressures of this expectation that is the most important challenge. Next to this, there is unparalleled opportunity. For students at our school, we put forward a robust academic curriculum as well as plenty of opportunity for extra-curricular activity.



I do feel this is a world of opportunity for the taking that I did not have access to when I was young.

At the Institute of Engineering and Technology, there is now a large push by women engineers with the Women In Engineering programme and there are many similar programmes of opportunities young women in other industries. Our school is leading in many of these, so I feel there is now an unmatched opportunity for our students to truly achieve their potential. I know this first hand from hearing about the achievements of former students of WCHS, some who now serve on this governing body. I look back at the opportunities I have had and they are much more plentiful now; I want to support young people to take them. This is a great time to be a student here, our daughters should take the fullest advantage of what we offer at school for whatever they want to achieve in life, creating a long list of "I did ...(these things)..... at WCHS". As parents we just need to encourage them to take the opportunity, whatever they want to achieve.

**Mr Mrudang Patel – Parent Governor**

## Sarah Bagnall School Governor



Woodford County High School has been important to my family and to me for over 50 years. My mother was a pupil from 1960-65 and I attended the school from 1985-92.

Between us we have experienced the direction of all but the first of the school's headmistresses and seen the incredible progress that the school has made to become such a sought after place to learn and grow. A wonderful environment in which to develop into strong and confident women.

We both still see the friends we made at WCHS very regularly and the learning and ethos that Woodford instilled in us has stood us in good stead throughout our lives and careers. I remained in touch with the school after leaving – becoming a member of the Old Girls' Association, then subsequently joining the committee and Chairing the association for 5 years, running multiple reunions, including the 80<sup>th</sup>, 85<sup>th</sup> & 90<sup>th</sup> Birthday celebrations. I continue to enjoy attending School Birthday each year and marking that annual tradition - seeing it evolve as the school grows.

One of my favourite areas of non-curricular activities when I was at Woodford was the opportunity to participate in amateur dramatics and I have continued to support these activities as an "Old Girl" for the last 25 years by helping backstage with the annual Summer Production including this year's show "Annie."

On leaving Woodford I went to Loughborough University where I gained a BSc. (Hons) in Geography.

I then went on to work in Financial Services for 17 years in Investment Management (at Schroders, M&G and Russell Investments).

After that I joined PA Consulting as a Management Consultant, where I have been for 5 years and now provide operational advisory services across a variety of industries including the Energy sector, Healthcare, Pharmaceuticals and Central Government.

The future of Woodford County High School is very important to me. I intend to put my industry training and experience to good use in helping to manage the vision and strategic direction of the school as well as the budget and on-going school expansion so that other students can benefit from the outstanding educational experience that Woodford provides.

I am incredibly excited about the new Centenary Centre and the wonderful opportunities this will offer to extend our STEM capabilities, and I look forward to Woodford Girls being future leading lights in this field.

I live in Hertfordshire, where I am also the Churchwarden of Gilston with Eastwick Parish churches and serve on the local Parish Church Council.

**Ms Sarah Bagnall – Community Governor**

## The Royal Institution



On Saturday 1<sup>st</sup> July 2017 Jasmi Sivakumar and Sana Hussain (9N) were invited to the event by UKMT (Intermediate Challenge) to go to The Royal Institution (of Great Britain). One of the speakers was Matt Parker and there were a few more that went through the different uses of maths. Some of the main things discussed were: uses of maths with geography to work out the energy released by the sun, the uses of maths with the technology of the 360 degree camera, the uses of maths to make a method to find out the last digit of a barcode and uses of maths to make a method to find out the cube root of a number. Then the students had to do a maths challenge during their lunch break whilst having the opportunity to look around the museum. The students invited were of ages varying from Year 9 to Year 11. Jasmi and Sana had found this event an amazing opportunity, not only did they have the opportunity to visit the Royal Institution but to also discover how maths can be used in many subjects such as computing and art.

**Miss S Siddique – Mathematics Department**



## School Council Conference with Redbridge Police Officers

*On Friday 5<sup>th</sup> May, members of the School Council took part in a web-conference with Loxford High School and a panel of Police officers to discuss Internet safety.*

It goes without saying that the Internet plays a significant role in our daily lives, whether we are productively researching for our homework assignment or just checking our feed. But with all the benefits of the Internet come dangers and responsibilities.

Therefore, a few members of our school council presented what we, as young people, believe are the most prevalent problems we face and some possible solutions. The panel consisted of four police officers, who work in both primary and secondary schools to spread awareness about cyber bullying and e-Safety. We discussed issues such as inputting personal information into surveys, inappropriate and incessant pop-up ads and the lack of understanding when it comes to trusting a website. Cyber-bullying was also a topic of discussion, especially with the rise of harassment due to apps such as Snapchat.

With the help of the Police officers and our own research, we have collated a few tips and reminders to keep you safe online:

- Police and banks will NEVER ask for personal information, e.g. Bank pin codes, by phone or email
- Always check for the [https](#) (s standing for safety) and the green lock symbol in the html bar
- To stop pop-up adds, try to report it, check whether the website uses cookies and, if it is not removed, use Control Alt Delete. If pop-up ads appear repeatedly in games on your phone, use aeroplane mode.
- Very important for students - posting images on social media of you in your uniform can make it dangerously easy for people to find you, so the panel advised us to remove said images

- The best tip for students: "If you don't want your parents to see, don't post it" because nothing simply disappears on the Internet. This also applies to your search history

We also discussed possible routes into becoming a Police officer- such as joining Police Cadets and volunteering 16 hours a month as a 'Special' in your local area.

Overall it was exceedingly informative to speak to Police officers themselves and gain an insight into the most important e-Safety issues facing young people in our area. We hope that our peers, and equally parents, will gain a better understanding of the dangers that the Internet poses.

**Vidya Divakaran 11W**

## Nelson Mandela Bodyguard Talk



On 23<sup>rd</sup> May, some History students got the opportunity to have a video conference with the former bodyguard of Nelson Mandela. We were very fortunate to get this chance to talk to Chris Lubbe, the former bodyguard, as it enabled us to learn more

about how Nelson Mandela created equality between all humans and the way society used to label and treat people of different races. This video conference also helped expand our knowledge on topics such as apartheid and reconciliation which many of us had not learnt much about before and could possibly help us in our future lessons in History GSCE.

It was a very enjoyable day for all of us as the stories told were very interesting and intriguing. We also managed to learn about the truth of how Nelson Mandela struggled to fight for equality and many shocking stories that we found hard to believe. This conference helped us realise how modern day society has benefitted a lot from the previous protests from people who believed the world should be freed from segregation.

We were able to ask questions which were answered by someone who had actually experienced segregation. It was also incredible that we got to speak to Chris Lubbe, who was a very influential person as he had helped create change in the world. We hope that in the future more opportunities like this are given to us as it is a fun and interactive way to learn.

**Jashmiga Mohan 9H**

## Co-Curricular Day



The theme of this year's Co-Curricular Day (17<sup>th</sup> July) was the Performing Arts. Key Stage 3 took part in three separate projects:

Year 7: Drama

Year 8: Dance & Music

Year 9: Performing Arts in the Locality

Our regular extra-curricular dance company, Jam, came into school to give a series of workshops on Musical Theatre, Commercial and more general drama skills. The Year 7 girls then practised the pieces they had covered in the workshops and performed them in the Hall at the end of the day to an audience of Year 8 girls and staff.

The Year 8s spent the day with a troupe called Kinetika, who prepared them for a mass dance and music ensemble. This was performed on the front lawn in the afternoon to a very appreciative audience. With a mixture of colourful headdresses, some funky drumming and the massed brass of Year 8, it was quite a sight to behold and immensely good fun.



Finally, Year 9 spent the morning out and about, exploring five nearby locations (Woodford Green, Wanstead, Highams Park, Walthamstow Village, South Woodford and Chingford). They gathered information on the artistic and cultural heritage of these areas. As well as giving the girls a chance to go outdoors, the glorious weather meant that the planned picnic lunch proved a lovely way to end the morning. The girls then came back into school and created a display based upon what they had found and further research they were able to carry out in the computer rooms. They then presented this to their peers and a small group of Year 10 girls. They all learned a great deal about the locale of Woodford County and the richness of its heritage.



All in all a very enjoyable day was had by everyone and hopefully many girls will carry away with them some very pleasant memories.

**Mr Jenkins – Deputy Headteacher**



## Diversity Week: Educate and Celebrate

On the 4<sup>th</sup> of July, Year 10, along with the rest of the school, had a 'Diversity Week' themed PSHE lesson learning about LGBTQ+, this was particularly appropriate since it was also Pride Week. The lesson looked at definitions, stats and legislation changes and meant we learnt many things that were previously unknown to us. Although we are aware of the struggles that the community face, it was good to see how far we've come as a society in terms of acceptance and reducing discrimination. Many of us were shocked to learn that the equality act; making the discrimination against lesbian and gay men in the provision of goods and services illegal, was only passed on 30th April 2007. We were reminded that society still has a long way to go, especially since same sex marriage is only actually legal in 22 countries in the whole world.

On the 18<sup>th</sup> of July, Year 9 and 10 were lucky enough to have a guest speaker from 'Educate and Celebrate'. The speaker reiterated the messages from the lesson two weeks ago. Despite the increased acceptance of the LGBTQ+ community, it is often evident that not all young people have a good understanding of LGBTQ+ and many young people who identify as LGBTQ+ are not comfortable to be themselves in a school environment. This could stem from the fact that national statistics show 95% of pupils



hear the word "gay" being used in an derogatory way and 58% of pupils did not feel that their school was a safe and welcoming place for LGBTQ+ pupils. We also learnt that LGBTQ+ people are twice as likely to have suicidal thoughts or make suicide attempts as heterosexual people.

After hearing these national statistics, we have become more determined to make Woodford a safer and more welcoming place for all people, including those who identify as LGBTQ+. As part of diversity week all forms in KS3 & 4 were tasked with decorating the door of their form rooms to educate and celebrate diversity and the LGBTQ+ community, to enable everyone to be happy and safe being who they are.

**Mathuza Senthivel 10R and Yvonne Thavaraj 10R**

## *Le Café' – a French Play*

Le vendredi dernier, toutes les étudiantes de 'Year 9' ont regardé une pièce française qui s'appelle 'Le Café'. C'était une pièce très agréable et intéressante et c'était bien mieux que prévu. Nous avons pensé que la pièce serait difficile à suivre facilement ou à comprendre. Cependant, c'était le contraire.

La pièce était interactive et quelques personnes ont eu la chance de monter sur la scène et d'aider les acteurs. Une grande partie de la pièce était assez bizarre et fou, par exemple, il y avait un mannequin qui devait être assemblé et un soi-disant cambrioleur qui a lancé les muffins au public, mais cela a rendu la pièce plus agréable.

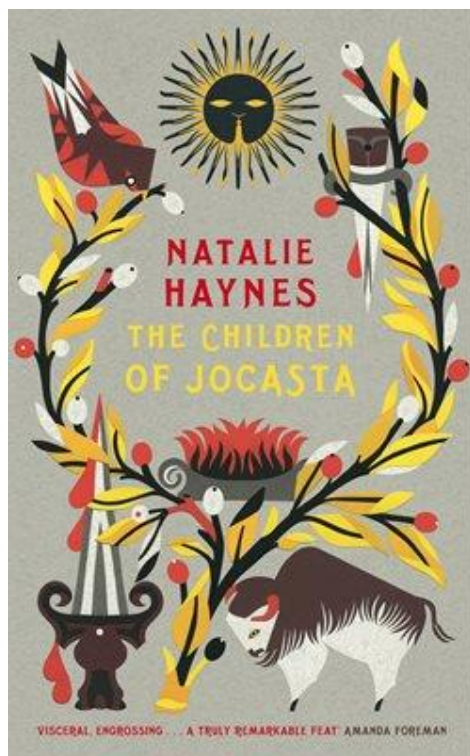
Les acteurs étaient également très bons. Ils étaient drôles de regarder et d'écouter, et étaient faciles à suivre.

Dans l'ensemble, j'ai beaucoup apprécié la pièce et je reviendrais certainement à une autre. Merci au département des langues!

**Shreya Gautama 9R**



## Year 12 Classics Visit To Kelmscott School



On the 3<sup>rd</sup> July, the Year 12 Classics class were front row at Kelmscott School to hear the acclaimed writer and classicist, Natalie Haynes, talk about her second novel *'The Children of Jocasta'*. In this retelling of Sophocles' *'King Oedipus'*, Haynes takes two typically overlooked female characters, (Jocasta and Ismene), and puts them in the limelight.

She began by discussing the characteristics of Greek tragedy – a topic of utmost pertinence for us as we begin our A2 course studying ancient Greek theatre, and she successfully used her experience as a comedienne to present the importance of features like 'unity of time' in an engaging manner.

After she read an extract from the novel, the question dawned on me as to how Haynes had managed to give a voice to women who had lived over 2000 years ago in a patriarchal society that left little evidence to indicate their thoughts and emotions. In answer, she elaborated on the difficulties she faced and the sources she used to overcome them in order to write the magnificent ensemble.

Haynes offered a refreshing perspective on a timeless tale, an invaluable supplement to our course and we'd like to thank Mr McClelland for organising the visit.

**Divya Arjan, Y12**

## Classical Greek Lessons



For the past year, I have had Classical Greek lessons afterschool on a Monday, and the lessons have been both educational and incredibly enjoyable.

At first, it seems a daunting experience, to have to learn a classical language with a different alphabet, but it soon becomes much easier, especially when you realise that the Greek letters are quite similar to the Modern English Alphabet we are used to. Even the word '*alphabet*' is a combination of the first two Greek letters  $\alpha$  '*alpha*' and  $\beta$  '*beta*'.

Learning Classical Greek really helped me to understand where some of our modern language, especially scientific terms, come from. For example, *biology* is the story of life from '*bios*', life, and '*logos*', story. As much as 12% of the English language is derived from Classical and Ancient Greek, so learning Greek can help in your understanding of English vocabulary as well. Although the most challenging aspect of learning Greek was learning the grammar, many of the concepts were very similar to that of Latin, which has already been covered in KS3 Latin lessons.

In addition to language lessons with Mr McClelland, there are a few literature lessons with Mrs Douek, which consist of some reading from Homer's *Odyssey* and learning about Greek culture. By the end of the course you take an Entry Level exam, and nobody has ever received a qualification less than Entry 3 – the highest! Overall, I would highly recommend that you take this opportunity to enter the fantastic world of Greek and Classics.

**Maham Saleem, 10R**



## Duke of Edinburgh Award 2017

This year, 42 Year 10 students enrolled on the D of E Award Scheme. 23 girls have completed their Bronze Award this year, collectively representing over 1000 hours put into volunteering, skills and physical activities. The students chose what they want to do in each section and their choices covered a wide range of activities.

For the Volunteering section, activities included working in charity shops, tutoring, coaching sports, teaching religion, volunteering in local libraries and helping with after-school clubs here at Woodford. For the Physical section, our students have played badminton and netball, been swimming, done karate, attended before-school fitness sessions, practised gymnastics and danced a variety of dances. For their Skill section, the most common choice is playing an instrument, but skills range from cooking to learning classical Greek and playing chess.



For the Expedition section, six groups completed a day of training here at school, then two expedition weekends, a practice one and the final assessed expedition. This section is run by Bright Expeditions, who were very impressed by Woodford girls, saying "it was a real pleasure working with the girls and they were so engaged - especially getting up at 6'ish' on the last day of the assessed [expedition] and being packed away really early!"



Here are some highlights from the assessor's reports for this year's assessed expedition.

"Their aim for their expedition was to write a mood poem along the way which was well thought through and an excellent piece of work."

"They clearly learnt a lot from their practice expedition. Navigationally, they were excellent, even with minor errors!"



"They made all decisions together as a team to get back on track without going too far and managed to tackle some very tricky areas on Sunday."



"They have learnt more about themselves, showing they have good perseverance and all felt a real sense of achievement at the end."

**Ms Rickard**  
**Mathematics Department**



## Geography Department Summer 2017



As ever, the Summer term in the Geography department has been busy with **Year 7** out completing questionnaires, land use surveys and environmental quality tests in Rochester and **Year 8** visiting Herne Bay to consider how the coastal processes observed relate to the use of flood management strategies.



The weather experienced was, thankfully, very kind to us and those taking part seemed to really enjoy the opportunity to get outside and apply their learning – meeting people (and dogs), eating fish'n'chips and getting a 'little

bit lost' are all part of the fun and all important learning experience.



With the new GCSE and A Level specifications fully underway, we are starting to prepare for the new exams next year. It will be more important than ever for students to keep up to date with notes and commence the revision process early. Year 11 students will be receiving some specific revision material to begin working with in September.



The Autumn term will see the Geography department travel to Iceland for our 5<sup>th</sup> visit and we intend to launch a 2018 visit for Year 10 and Year 12 geographers in October – please listen out for information if you are interested in your daughter taking part in this fantastic opportunity.

We will also be developing brand new Year 11 GCSE fieldwork to Walton-on-the-Naze in October and a re-vamped Year 9 geography visit for the Spring term.

Over the Summer break it would be great if students could keep themselves aware of current news events and also to have a think about the different environments they experience whilst out on any day trips or during a family holiday. As always, your help in trying to facilitate this would be most appreciated.



**Mr Saxton -Head of Geography**



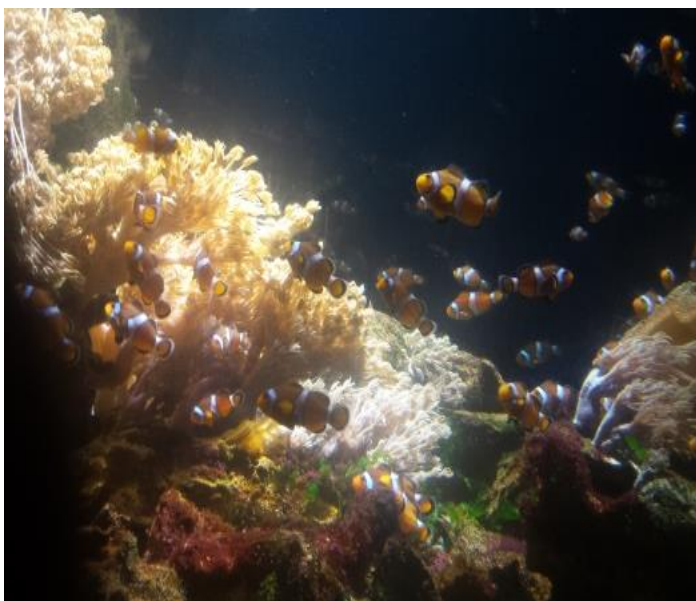


## French Year 9 Boulogne Trip (French)



*Le 17 juin, 9W se rendit à Boulogne avec nos professeurs très serviable Monsieur Mawani, Mademoiselle Heath et Monsieur McCallion. À 06:15, nous avons rencontré devant la porte de l'école et puis nous sommes montés dans le car pour aller à Calais. Quand nous sommes arrivés à Calais par un train agréable, nous sommes allés à Boulogne. Quand nous sommes arrivés à Boulogne, nous avons pris nos déjeuners délicieux et bavardé. Après que nous avons déjeuné, nous avons visité le Centre de la mer. Là-bas, nous avons vu beaucoup de poissons et de pingouins. Nous avons vu des poissons clown, poissons jaunes et bleus poissons. Ensuite nous sommes allés à la vieille ville. Dans la vieille ville, nous avons vu un château et la cathédrale. Nous sommes aussi allés à la Rue de Lille où il y avait des crêpes au chocolat. Puis nous sommes allés au centre commercial où il y avait de nombreux magasins tels que Claires et Kiko. À 17h, nous avons quitté le centre commercial et fait notre chemin de retour à la maison. Ensuite, nous sommes arrivés à Woodford à 19h30 très fatigué. Nous avons tous eu un moment très agréable car c'était amusant et nous devons remercier nos professeurs aimables pour la journée amusante.*

**Ria Bhalla 9W**



## French Year 9 Boulogne Trip (English)



On 17th June 9W went to Boulogne with our very helpful teachers Mr Mawani, Miss Heath and Mr McCallion. At 6:15 in the morning we met in front of the school gate and then we got on the coach for Calais. When we arrived at Calais by an enjoyable train ride and we drove off to Boulogne. When we arrived at Boulogne we had our delicious lunches and chatted. After we had lunch we visited the Sea Centre. We saw many fish and penguins. There were many different types of fishes. We saw clown fish, yellow fish and blue fish. Next we went to the old town. In the old town we saw a castle and cathedral which were very intriguing. We also went to Rue de Ville where there were chocolate crepes and many souvenirs. Then we went to the shopping centre where there were many shops such as Claires and Kiko. There were shops that also sold mouth-watering ice-cream and waffles. At 5:00 we left the shopping centre and made our way back home. We then arrived Woodford at 7:30 very tired. We all had a very nice time as it was great fun and we should thank our kind teachers for organising the trip so well.

**Ria Bhalla 9W**



## Community Languages Interpreting Workshop

Of the 20 strong group who attended the community languages interpreting workshop, knowledge of 10 different languages was recorded. The workshop offered was a taster into a 15-week course offered at Redbridge College intended for into wishing to gain a professional qualification in community interpreting. Students from Year 10 and Year 12 who participated in the workshop had the opportunity over the day to learn about: what community interpreting is and how it differs from conference interpreting and bilingual advocacy, the ethical considerations of interpreting, practical elements of interpreting and a consideration of some of the key skills involved and a glossary of key terms in other languages the students know. The day concluded with students trying interpreting for themselves in small groups, working on a scenario of a discussion between a Headteacher and a parent. It soon became apparent that interpreting required not only a good understanding of the key vocabulary in both languages being used, but also a good memory and notetaking skills to convey all the information. This was the first time that many of the students had to convey words like "tenancy agreement", "after school club" or "A&E" in a language other than English. Quickly students realised the importance of rephrasing a concept or finding other ways to convey an idea as concisely as possible; skills which are important in developing language awareness and use more generally. There was a short presentation to a captive the Year 9 audience about the workshop.

A particular well-done to the following girls for their accomplished demonstration of interpreting as part of the presentation:

Ayesha Ahmed

Bondhan Ahmed

Koushiki Alagaratnam

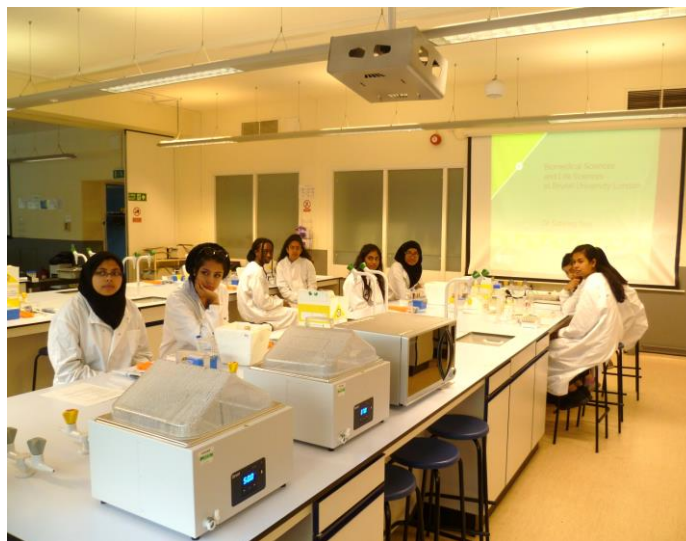
Mehala Mithran

Shayami Sutharsan

Janusha Uthayakumar

Miss Heath – MFL Department

## DNA, chromosomes, student living, and cutting edge flies and E. coli bacteria



This year a group of Y12 Biologists went to Brunel University, in Uxbridge, for a personalised practical lesson on DNA technologies. They were very excited to see the DNA they had extracted from their own cheek cells and very skilfully performed a DNA restriction digest and a gel electrophoresis. They also learned about chromosome abnormalities and rose up to the challenge of analysing real chromosome data just as undergraduate students would do!

After a tour of the Uxbridge campus with lots of insightful tips about starting university from current Brunel students, our Biologists were treated with a little tour of the Biomedical research labs. It was very exciting to hear from researchers themselves how they are trying to understand why certain types of leukaemia always present the same chromosome abnormalities, how they are using light microscopes to watch replication forks in E. coli, and how they are managing to unravel the mysteries of ageing by studying the stem cells of the humble fruit fly!



Dr Metelo  
Science Department

## Y7's adventure at the Royal Observatory Greenwich



This June and July the Science Department took our Y7 students to the Royal Observatory Greenwich.

"The trip was to enhance our knowledge on the solar system and beyond, and many people enjoyed it as so much was learned. Our class enjoyed a very interesting and relaxing experience in the Planetarium where we ventured through from our own Earth to the edge of the Universe as we know it. The 3D experience was an excellent way to see the stars and learn about many stunning topics: starting from the Earth, to Mars to the gas giants and then to the end of the Solar System. At this point we also had the privilege to learn about certain constellations and how light years work. We then came zooming out of the Milky Way and we learnt about other galaxies. Our final stretch was to the edge of the visible Universe, after seeing so many galaxies. I believe that the Planetarium was the best part of the trip."

"We were all very interested in the rest of the day's activities too, as well as the workshop we had on Newton's Laws and forces. We had a few small experiments that helped us learn about electromagnetism. We thoroughly enjoyed this and participated as much as possible. We all enjoyed going around and finding out about the Prime Meridian, going through the various buildings full of the artefacts. Overall, we thought this trip was a great learning experience and hope to go on similar trips."

**Dr Metelo – Science Department and Fariha 7C**

## Ronnie O'Sullivan visits Woodford



On Monday 3<sup>rd</sup> July, Woodford County High School received a surprise visitor – none other than five times World Snooker Champion, Ronnie 'The Rocket' O'Sullivan! Long-time snooker fan, Mr Jenkins, was very happy for the opportunity to have a chat with one of his favourite players.

Mr O'Sullivan, who grew up in the local area, reported that he had always been interested in the school and realised that there must be a vast history associated with such a beautiful building. He plans to come back to have a proper tour and see for himself the wonderful house we are so fortunate to have as our school.

Mr Jenkins heard all about Ronnie's career and how he loves playing at the Crucible but sometimes, along with many other players, buckles under the pressure. Who knew that the cool and composed exterior we see is hiding the same nerves we all have when we have to perform!

We very much enjoyed Ronnie coming to visit us at Woodford County High School and of course he is very welcome to return any time.

**Mrs Stone  
Pupil Health and Welfare Administrator**



## Mission: CPR –



## A Mission by the British Heart Foundation to Create a Nation of Life Savers.

*Putting the power to save local lives in the hands of our teenagers.*

In the UK, 30,000 cardiac arrests happen outside a hospital setting every year and at the moment there's only a 1 in 10 chance of survival. The British Heart Foundation are on a mission to beat these stats. CPR (Cardiopulmonary Resuscitation) training builds young people's confidence and sense of responsibility while keeping our school community safe.

As only 1 in 10 people survive an out-of-hospital cardiac arrest but this school, and others who also took part across the country, aim to change that. Their CPR training could mean the difference between life and death for any of the 30,000 people who have a cardiac arrest every year.

The British Heart Foundation provided all secondary schools taking part in **Mission: CPR** with a free state-of-the-art CPR training kit that can be used again and again.

### WE FIGHT FOR EVERY HEARTBEAT

Coronary heart disease is the UK's single biggest killer but we are leading the fight against it.



All students in Years 7 – 11 have now taken part in the British Heart Foundation's **Mission: CPR**. During PSCE lessons the girls have learned how to perform child and adult CPR, how to put a casualty in the recovery position and how to use a

defibrillator.

CPR is an emergency procedure in which a person presses up and down on the casualty's chest (chest compressions) and gives them a series of rescue breaths to help save their life when they are in cardiac arrest.

Headteacher, Ms Pomeroy said "When we were invited by the British Heart Foundation (BHF) to participate in a project to raise awareness of heart disease and to equip students to respond confidently to a cardiac emergency, we were only too happy to do so. Girls have enjoyed the training and learned important life skills. We will continue to make Mission: CPR a regular part of our PSCE programme in the knowledge that sooner or later



this investment of time now will buy someone the time they need as they await the attention of medics. Woodford girls, as ever, responded very positively to the opportunity they were given. We have reason to be proud of them."

Ella Conlon-Murphy, Yr 10 reports "Correct application of CPR can mean the difference between a life saved and a life lost. Earlier this year, the whole of year 10 were lucky enough to receive the opportunity to learn this necessary life skill.

The session was informatively lead by an interactive video lesson, guiding us thorough step by step how to effectively perform CPR. We used dummies to re-enact life like scenarios preparing us in the event that we may have to put our newly learned skills to use. Skills learnt involved sequences of artificial ventilation where the nose is pinched and, with the head tilted up, air is blown through the mouth to the lungs, followed by chest compressions.

Repetition and practice of the skills involved ensured that we would not forget them and it was an experience I'm sure that none of us will forget in a hurry."



**Mrs Amanda Stone –  
Pupil Health and Welfare Administrator**



## Swab and Send – the fight against antibiotic resistance

“Swab and Send” is a citizen science project from UCL and the Liverpool University aimed at finding new drugs to fight antibiotic resistance as well as increasing public awareness of antibiotic resistance and just how difficult it is to discover new antibiotics today. Anyone can participate by sending swabs that can be taken for microbiological analysis.



“We thought swabs in the corner of the room could be useful due to the moisture and possible growth of mould.

The swabs in Anu’s hair was taken out of curiosity to see what bacteria was living there!”



“We thought swabs in our bathrooms would be interesting due to the moisture, being a good breeding ground for bacteria reproduction, and we were particularly curious about the bacteria on the toothbrush!”



“We thought the high temperatures in the microwaves could have been home to interesting bacteria.”

“Home compost bin was thought as a great home for lots of bacteria because of its moisture and ideal conditions for anaerobic respiration (best for bacteria).”



“As a group, we took part in the Swab and Send opportunity, we took swabs of different surfaces where we thought bacteria could be competing, which could produce possible antibacterial substance that could be useful in the future. With the help of Dr Adam P. Roberts, this opportunity helped to further enforce the importance of handwashing for protection against all the wild and wonderful bacteria living all around us, as well as possibly finding the next natural antibiotics!”

This project was developed as an extension to a CREST Award

**Dr Metelo – Science Department, with  
Anjola 10W, Anu 10W, Varnanthi 10W**

## CREST Awards



Since the start of the year several students from Y9-Y11 decided to embark on a Silver CREST Award. These Awards, from the British Science Association, are the only nationally recognised accreditation scheme for project work in STEM (Science, Technology, Engineering and Maths). The students chose their own themes and the questions they wanted to answer, or what problem they wanted to solve,



and how to answer/solve it; there was a huge variety of projects proposals. Several projects went ahead, for example looking at the effectiveness of handwashing and alcohol gels in clearing bacteria, comparing different spreads in light of heart diseases, investigating different oral rehydration therapies, comparing different strains of yeast in producing

fizzy drinks. After some research, students proposed their own experiments, conducted them, did all the analysis had discussions, and reached their conclusions, all with minimal supervision to develop their independence. This year 14 students were awarded the Silver CREST Award, and another 14 have completed their practical experiments, I expect them to receive their Silver Award at in the winter term of the coming academic year.

All the students that took part should be commended for their commitment, for their independence in their research and their ability to take on board comments and recommendation. They should all be very proud of the high quality projects they have produced.

2016-17 was an academic year rich in extra-curricular Science projects, and I envisage this next year to be even greater.

**Dr Metelo - Biology Department**

## Royal Society of Biology Education Awards July 2017



To acknowledge and celebrate the students' ability in biology Y10, Y12 and Y13 students took part in The Royal Society of Biology national competitions. In each competition only the top 5% of entrants nationally achieve the Gold award. 60 Y10 students took part in the Biology Challenge and impressively

58 students achieved awards, three of which achieved the Gold award out of 40,000 entrants. 28 Y12 students took part in the Intermediate Biology Olympiad, all of whom achieved awards and two students achieved Gold. Only two Y13 students took part in the British Biology Olympiad, and both achieved Gold! All students that achieved Bronze, Silver and Gold award and Miss Estruch as a Biology Teacher of the Year Finalist, were invited to attend the Education Awards Ceremony held by the Royal Society of Biology (RSOB). Professor Tim Birkhead presented a lecture on the importance of declining populations of seabirds, which was the main highlight of the event personally. Attending the ceremony enabled me to apply my knowledge of ecology studied in my biology course to real life examples, through the 'medium' of Birkhead's forty-five years' worth of investigations on guillemots (type of seabird). To present an example, in my biology specification, a topic covered is natural selection which elaborates the importance of adaptations by an organism to its prevailing environment; this aids survival of its species integrity. Guillemots own small territories hence why they are densely populated on small areas of cliffs (namely seen on the island of Skomer); the population has adapted to ensure that each female lays an egg which is easily differentiated by the egg of another. Hence why there is a great variety of patterns and colours seen on the surfaces of the point-shaped eggs; this prevents confusion of eggs by the guillemot mothers.

The atmosphere of being in a hall with many biology students and academics/professionals in the field was a new experience for myself; further to this I had the chance of making new friends from across the country who took part in the examinations set by the RSOB. I would recommend any prospective biology students to participate in these challenges as it provides an opportunity to widen their knowledge outside the specification presented in a classroom.

**Katie Estruch – Head of Biology**



## Summer Production 2017

### Annie

Book by  
THOMAS MEEHAN

Music by  
CHARLES STROUSE

Lyrics by  
MARTIN CHARNIN



Annie



Oliver Warbucks

There are circumstantial grounds for regarding the musical "Annie" as rather a good fit for the Era of the Oligarchs. The orphaned heroine, desperately in search of information about the parents she never knew, is taken under the wing of a billionaire whose name – Warbucks – hints at a personal fortune grounded in the sale of munitions, presumably during the First World War. Sound sinister? If the case, surely about as unpleasant as opportunism gets and wildly at odds with the upbeat optimism of this 1977 award-winning Broadway musical.

Woodford's 35<sup>th</sup> Summer Production "Annie" follows the fortunes of its eponymous heroine, a spirited, eleven year old red head fired up by the conviction that she has parents somewhere who, any moment now, will whisk her away from the deprivation of a state-run orphanage and the casual drunken cruelty of its frustrated warden. The orphans (impressively all Year 7 students in our production) open the show, their confident ensemble performances telling of strong sisterhood as, mops in hand, they spell out in movement and song the misery of their "hard-knock life". The tyrannical Miss Hannigan (Amber Noushad), convincingly inebriated throughout, was particularly riveting in her sung plea for a life free from the demands of 'little girls', which, if it drew no actual sympathy may at least have called forth the odd wry smile of recognition in a girls' school production. After a foiled escape attempt Annie (Mia Brooker), nothing daunted, in a charade-like sketch convinces Mr Warbuck's polished P.A (Grace Mo) that she's the orphan the billionaire wants to pluck from poverty for Christmas.



Grace Farrell



Miss Hannigan

And so the action moves from the destitution of a 1930s orphanage to the plush but sterile luxury of his New York mansion where a well-choreographed staff are poised to meet the orphan's every need while the business man himself (Hanna Procter) juggles choosing fine art with taking calls from presidents, financiers and celebrities.



Rooster



Lily

This prompts the finest comedy of our production as, coerced by presidential authority (Noor Bashir in commanding form) each finely

delineated cabinet member reluctantly joins in (Madeline Wilkinson, Davina Grewall, Praise Sorinola, Haniya Saifoor, and Shamie Melroy.) In a further stretch of credulity, optimism and vision are restored and the politicians fall over each other to proffer new policies before Roosevelt seals the deal with his offer of "a new deal" for America.

Given the upbeat timbre of the musical it hardly even surprises that the CIA is put to work to find Annie's parents. Reports of fraudulent claims strike a note of realism and it's a familiar (and engaging) double act Rooster and his girl Lily (Aarti and Aathira) who turn up to kidnap the orphan, claim the reward and pave their way to "Easy Street".



The Orphanage



The Household

The plot of "Annie" moves us from orphanage to Hooverville shanty, from billionaire mansion to New York street scene, from radio station to cabinet room and then back to a newly festive billionaire family home. The demands on set design and on back stage crew are obvious but in this production back drops were evocative and scene changes almost flawless. (An old master missed its cue on the first night and the initiative of one of the maids rectified a wardrobe malfunction, but this is the stuff of school performances. Seeing the fine-tuning of the production over its three night run is one of the privileges of reviewing it.)



## Summer Production *continued*

Costumes too (Mrs Pearce) played a vital role in narration contrasting the haves and the have nots of The Great Depression.

A reprise of tactically used charades establishes a complicity between Grace and Annie and “Daddy Warbucks” is persuaded to walk Annie through the glamorous streets of metropolitan New York to watch a movie.

The transformation from hard-nosed tyrant to paternal philanthropist (nicely handled in this production) prompts a rejected attempt to adopt Annie. The no-stones-left-untaken campaign to find Annie’s parents which follows engineers that the first half of the show concludes with the saccharine cheeriness of a commercial radio station as the Boylan Sisters (Samia Rashid, Nikita James and Rashma Sakthitharan) reinforce the message of the show (“You’re never fully dressed without a smile”). The sizeable reward offered on national radio for the discovery of Annie’s parents sets up the plotline of the second half.



**The Boylan Sisters**



**Bert & Fred**

The audience return from the interval to the unlikely prospect of Annie being ushered into the Oval Office to be recognised by the president himself as the girl who sang so charmingly on the tooth paste advertisement. The eleven year old, picking up on the despair crippling Roosevelt’s cabinet, makes a chirpy case for optimism (“The sun will come out tomorrow”)

Strong individual vocal performances (most notably Amber Noushad, Aarti Amin, Aathira Nair, Hanna Procter and, of course, Mia Brooker as Annie) and increasingly confident choral numbers were supported throughout by the fine musicianship of an orchestra ably led by Ms Hasler. The reprise of the show’s numbers at its finale emphasised the size of the task. It’s no mean feat to conduct a chorus of 52 and an orchestra of 19 – with or without the distraction of Sandy the dog and its engaging antics.



**The Cabinet**



**Lt. Ward**



**Wacky**

No need for me, I think, to report that the show turns out to have a happy ending, and Oliver Warbucks (bless him) turns out to be living proof that you can be a billionaire and still have a heart of solid gold to match the rest of your fixtures and fittings. Shame on us for suspecting otherwise. Makes you think though. Is it possible that we’ve been misjudging those nice Messieurs Trump and Putin all this time?

A big Woodford thank you, as always, to the team of colleagues and students, present and past, whose creative collaboration delighted the audience of Woodford’s 35<sup>th</sup> summer production. Ms Hall and Ms Chapman, the show’s directors, are to be congratulated on its warmth, its energy and its style – qualities which drew appreciative applause from their audiences on every night.

**Ms Jo Pomeroy**  
**Headteacher**

## International Fiesta 2017



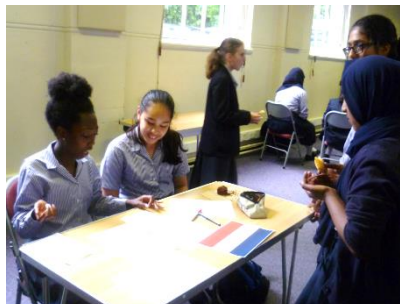
Woodford is a highly diverse school linguistically and culturally and a popular annual event is the International Fiesta, attended by numerous students and members of staff over a lunchtime. As part of the event, girls either teach or learn another language with a friend who speaks another language. This year we had a range of languages represented (Punjabi, Dutch, Bengali, Portuguese, Japanese, Tamil, Tagalog) and girls performed a short dialogue together to a panel of judges.



This activity encourages development of linguistic skills but also promotes teamwork, patience and a willingness to have a go. The dialogues this year were of a high quality, demonstrating a high level of fluency in the language as well as convincing dramatic pieces. The winning dialogue performed in Japanese was based round making sushi.



Participants are also encouraged to present a stall showcasing the associated culture and the stalls were also of a high standard and featured food, information and activities all based round the culture where the language is spoken. This year's winning stall on Brazil included an activity where you had to guess whether the birds were Brazilian or British; anyone with a right answer was awarded some home-made corn cake, a traditional Brazilian dish. The language department is immensely proud of all the girls who participated in this event and would like to thank the willing Year 10 students (Ayesha A, Koushiki in 10H, Janusha, Shayami and Shaumya in 10N) who helped with the judging. As a department, we look forward to more celebration of the linguistic diversity represented within the school next year.



**Miss M. Heath**  
MFL Department



## Labour Campaign with the Mayor of London



It's fair to say that the last two years in politics have been turbulent. Perhaps this is why so many more of the youth decided to vote this election. The patchwork foundation has been an opportunity, particularly for the youth and people of ethnic minorities, to get involved in their local politics. This organisation is not affiliated to a single party; they believe in empowering all citizens to play a role in politics. We decided to help this organisation by attending campaigns on their behalf.

Being Labour supporters ourselves, we knew that it would be a tough election because of the fractures within the party. That wasn't to stop us from campaigning and working hard to gain the support of new voters, and regain the support of voters who had changed from voting Labour. Our first campaign trail was local, we spent six hours knocking on doors convincing people to vote and more importantly to vote Labour. That campaign received a huge boost in the number of volunteers, as Sadiq Khan made an appearance and also campaigned. We took two pictures with Sadiq Khan that day which evidently from our faces we were very excited about. Mr. Khan was more puzzled over why we had a bear with us. When he then came to know that Winston was our school mascot, he was impressed at how we, being so young, were so active in the political arena. Sadiq Khan then became very well acquainted with Winston as at all the other campaign trails he would exclaim 'It's you! It's the bear!'



Our intention here is not to promote the Labour party propaganda, rather it is to promote political awareness and political activeness. It has always been important to vote, but in this day and age it has become even more important, as so many politicians think they can undermine the youth and make poor decisions on our behalf. Young people must raise their voice if they want positive change. We have seen the impact the youth have had on this election, we must continue to use our vote and to use our vote especially next year for the London Local elections. Anyone who is old enough to vote please register to do so, together the youth can make a positive change for London.

***Zoya Y12 and Shahalia Y12***

## Mufti Day for Grenfell Tower

I am sure that everyone was saddened by the tragic news of the fire at Grenfell Tower. Reading the papers and watching the news was extremely difficult around this time. Sadly a student who I taught for 4 years in my previous school (who was very heavily involved in sport) lived towards the top of the building and did not make it out, along with her whole family. Other students who I taught made it out but their lives have been turned upside down.

We held a Mufti Day in order to raise money for those who were affected by this awful tragedy. The theme was to dress as their sporting icon, given that this day was during Wimbledon, with a Wimbledon themed bake sale during the lunch time.

I am proud to say that we have raised a total of £762.75

**Miss Harris – Head of PE Department**



## Winston Goes Travelling



This term saw Winston travel abroad for the very first time! On the 16<sup>th</sup> June Winston woke up very early to join 9W as they got on board the coach for their visit to Boulogne. After a scary moment at passport control, when there was a little issue over his credentials, Winston was soon enjoying his first ride on the Eurostar as he crossed the Channel in to France.

Once in France, Winston and 9W were delighted by a

visit to the local sea life centre, where the penguins were a huge hit!



After a picnic lunch in a local park, Winston and the girls went for a walk around the Old Town, which was the perfect place in which our students could practise their French and buy ice creams.

All too soon it was time for the return journey; everyone had had a wonderful time and there were some sleepy heads as the coach made its way home.

As tiring as it was,

Winston's visit to France was a great success!

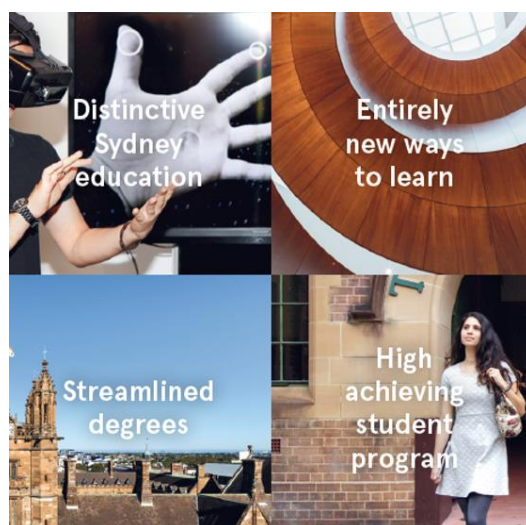
**Mrs Stone Pupil Health and Welfare Administrator**



## University of Sydney, Dr Michael Spence, AC.

On Thursday 13 July Year 12

students were given a special talk from the Vice-Chancellor and Principal of the University of Sydney, Dr Michael Spence, AC. On his visit to the UK, Dr Spence was interested to learn more about the different factors students consider important when making their decisions about what and where to study. WCHS was chosen as one of only 2 schools for Dr Spence's visit this summer. Sydney is Australia's first university and world ranking in its reputation. It is pioneering new degree programmes in 2017 that have a key focus on preparing students for the 21<sup>st</sup> century. Their new degree programmes combine 4 key elements: academic rigour, cross-disciplinary learning, global perspectives and real world projects. Dr Spence also spoke to our students about the importance of recognising the huge impact of technology in recent years and the rapid changes that have resulted – what people are now calling the Fifth Industrial Revolution. Employers of the future want young people who have the ability to work confidently in a fast changing world. As Year 12 consider their options after A levels they need to decide what pathway will suit them best in developing their confidence, ability to think critically and collaborate productively in helping to influence the world around them.



**Miss Fearnham – Head of Sixth Form**





## A weekend of Modern Art

The artistic trip to St Ives commenced with plenty of excitement and anticipation, despite the six hours train journey! Once arrived, we quickly filled our days by taking part in very enjoyable drawing workshops, gallery visits and explorations of the Cornish landscape. Although a pleasurable break from our studies, the trip also provided a chance for the students to expand their knowledge of art history with a guided talk by the great-grandson of the Father of the St. Ives School, Alfred Wallis. Overall, the trip was a learning and bonding experience for the students and teachers; the stunning light & art scene and the bubbling community facilitated our interests. With plenty to discover, we look forward to another trip in the future.

**Zahra Khan, Y12**



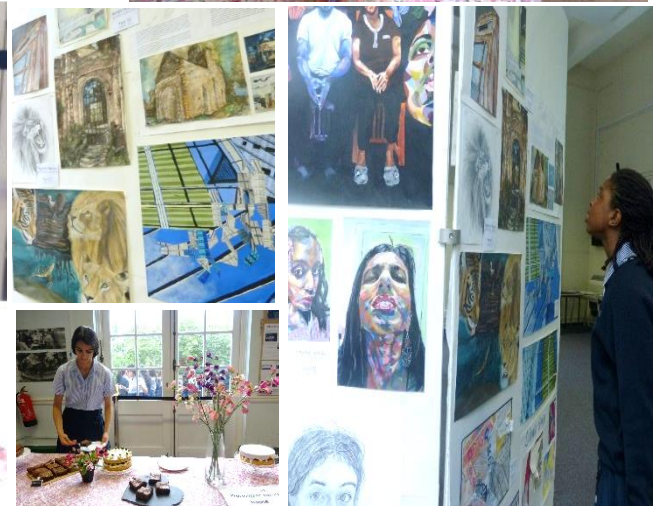


# Summer Showcase



Thank you to all the parents, families, friends of the school, staff and students who came to celebrate the achievements of our students involved in the 2017 showcase. The successful evening displayed a range of talented musical performances, delightful refreshments and artistic victories. Again, the curators and helpers rose to the challenge of bringing the many events together to make a most enjoyable evening.

**Mrs Jerome**  
**Head of Art**





## Woodford and Churchfields Orchestras – playing in harmony!



In May, Woodford's Orchestra took a trip to Churchfields Junior School to take part in a joint musical workshop and a concert. The orchestras collaborated on two well-known pieces – Grieg's 'In the Hall of the Mountain King' and Holst's 'Mars – The Bringer of War', both of which are currently featured in the BBC's 10 Pieces project. The resultant sound of two excellent orchestras performing together was impressive – and both young and older musicians alike demonstrated excellent musicianship and professionalism in their rehearsals and resulting concert to an audience of family and friends. The project was a fantastic opportunity for Woodford's musicians to act as musical role models to younger students – and to have a lot of fun doing it! We look forward to more collaborations in future.



## Nominations and Awards for Woodford's Music Department

Miss Hasler and Ms Pomeroy were delighted to learn that Woodford's Music Department had been shortlisted for the 'School Music Award' at the nationally-renowned Education Business Awards in early July. The award is presented each year to a school who have demonstrated outstanding improvement and progress both academic and extra-curricular music over recent years. Sadly, we lost out on the prize this year, but our being shortlisted alongside just 4 other schools in the country is testament to the hard work of our teachers and students.

Meanwhile, the department were proud to be awarded the Incorporated Society of Musicians Bronze Award for GCSE Music for the second year running, in recognition of our impressive results at GCSE – last year's results for Music were the best that Woodford has seen in recent years.

## Woodford Year 8 are the 'champions' at North East London brass festival!

As part of their ongoing whole-class brass project, students in 8R and 8W were fortunate to have the opportunity to perform in a concert with the renowned 'Oompah Brass' band in June, at Walthamstow Assembly Halls. Performing as part of a massed band of 210 primary and secondary students, Woodford's Year 8s were fantastic musical role models for the younger students, despite most of them having only been learning their brass instruments since February. As well as performing a number of rousing pieces with the full band – from ACDC's 'Highway to Hell' to the theme tune to 'Ghostbusters', Woodford had the opportunity to shine by themselves as they played Queen's classic 'We Are the Champions'.



Miss Hasler – Head of Music



## Sixth form workshop on “La Haine”



As part of the A-Level French course, students study the highly acclaimed 1995 black and white film, “La Haine” (English title: “Hatred”), directed by M. Kassovitz. Set in the Parisian “banlieue” (suburbs), the film is based on the lives of 3 young men in the aftermath of a riot, during which a close friend has been attacked by police officers. The film deals with issues of discrimination, police brutality and hatred and is still a highly relevant film some 20 years on. To develop ideas about the film, Year 13 French students led an after-school workshop for Year 12 French students on the film. The Year 13 students chose to focus on different areas of the film: the characters, the context, themes, key extracts and the style of the film. They prepared short activities, some resources and led discussions for the Year 12 students, who have also studied the film. Throughout the workshop there was high quality discussion in English and French, with all students keenly sharing their views on and providing insights into the film. Students clearly enjoyed the opportunity to discuss the film with the other year group, learning from each other. The hope is that the year 12 students will be able to run their own workshop next year. It is a thought-provoking film, which would be suitable for anyone in Year 11 wishing to study French at a higher level.



*Photos: Sixth formers discussing the film*

**Miss Heath – MFL Department**

## Year 12 French Book Project



Year 12 French students have been busy this year reading texts in French as part of a French book project, led by the French assistant, Jennifer. As part of the project, Jennifer supported the students choosing books in French; either originally written in French or in translation. Lots of the class decided to pair up and work together. There was an impressive range of texts represented by the class, from a 17<sup>th</sup> Century play by the comedian Molière, L’Avare, to a translation of a Percy Jackson book. As part of the projects, students presented the books in French in the school library to a captive audience of students from a range of year groups and teachers. The presentations varied in format; there were traditional book reviews, but also a specially made trailer in French of the text, featuring Mr Jenkins. There is a wide range of books on offer in different languages in the school library. Do try reading a text in a language you are studying this summer – including texts in translation. Speak to one of your language teachers for more guidance.

Presentation time in the senior library with Jennifer, the French language assistant (2016-2017)



**Miss Heath – MFL Department**

## The Anglia Ruskin University Visit



On the 5<sup>th</sup> of July I and a group of six other girls attended the Anglia Ruskin University open day in Cambridge. This was a great opportunity to explore potential future options, it was particularly useful to those who were unsure about what course they want to study in university, as we were told of the variety of subjects this university offered and so could look further into those which caught our interest. The campus at Cambridge is substantial and offers a variety of subjects, however we quickly found out that even if the subjects offered at that campus weren't ones we were interested in doing, there are also two other campuses of the Anglia Ruskin University. The second campus is in Chelmsford and is where the school of medicine is located, and the third in Peterborough which is very much revolved around nursing and healthcare. Whilst the campuses at Chelmsford and Peterborough offer courses more on the scientific side, the campus at Cambridge is renowned for the arts courses it offers.

During the open day we were given a tour by two current students, which gave us a good idea of the structure of the university as we viewed one of the large lecture theatres, the library, the cafe and study areas which we were told were open 24hrs, a selling point in itself to those who were drawn into the idea of "all-nighters"! We also saw where the subject departments were located such as the rooms of art and graphic design, where abstract but compelling paintings were on display. We managed to have a glance at the drama theatre where productions were often put on by drama students, there are popular events attended by students of the university. Furthermore we were given an intriguing description of the forensic science corridor where crime scenes were set up, these were said to involve a dummy and the blood of an animal spread across walls and students were expected to analyse the evidence and DNA left around the room.

We were given a good perception of what it would be like to study at the university, however we also had to take into consideration what it would be like to live in university accommodation. Having travelled to Liverpool Street on the rather crowded Central Line and then having a journey of over an hour on National Rail in order to get to the university, I think we would all agree that was not a journey we would want to make every day of the week. A solution to this would be to live in university accommodation. We were shown a video and pictures to depict what this would be like and having heard the views and experiences of students in their second year, this sounded like an interesting and enjoyable experience. Aside from the intense studying we were also told of the clubs and societies which students set up and get involved in which ranged from things as normal as History club and Law society to things as bizarre as Pokémon and Quidditch society.

Having visited the university we went to have lunch at the Fitzwilliam Museum. We were fortunate enough to have the head of Classics, Mr McClelland, with us who gave a tour of the Ancient Greek and Ancient Roman section of the museum and told us about the fascinating statues and vases on display.

This was a great visit to Cambridge and taking into consideration that the Anglia Ruskin University is in the top 40 universities in the UK it is definitely worth considering as being one of our university choices. I also noticed the beauty of the town of Cambridge and I would definitely recommend it to anyone who like myself, prefers a quieter area to work in as opposed to the very busy and crowded city life of London. This trip was very useful as it enabled all of us to compare the Anglia Ruskin University to universities which we may have visited in London and decide which environment we preferred. It also helped us to consider the courses we would like to study, which is of great importance as the deadline of submission for our personal statements and UCAS is drawing near. Overall it was a very enjoyable and productive visit.

**Safa Malik Y12**












**Anglia Ruskin  
University**



## Jack Petchey Award Winners September 2016-June 2017

Woodford County High School is fortunate enough to be part of the 'Jack Petchey Achievement Award Scheme: Gold'. This means we can recognise the achievements of nine students throughout the academic year and present them with a Jack Petchey Award. The sheer number of students at Woodford who are passionate about their subjects and who go above and beyond to help and inspire those around them makes it very difficult to decide who to nominate.

Month & Awarding Department	Winner
September: English	 Ashley 12JH
October: Geography	 Zaynah 9N
November: History	 Saba 13JMC
January: Creative Technologies	 Devika 9N

Month & Awarding Department	Winner
February: Maths	 Tejal 12KE
March: Modern Foreign Languages	 Koushiki 10H
April: Music	 Zaynab 12SDO
May: Physical Education	 Malathy 10H
June: Religious Studies	 Shahalia 12JMC

Many congratulations to all this year's winners. Who knows, next year it could be you.

**Miss Irwin – Jack Petchey Co-Ordinator**

# Library News

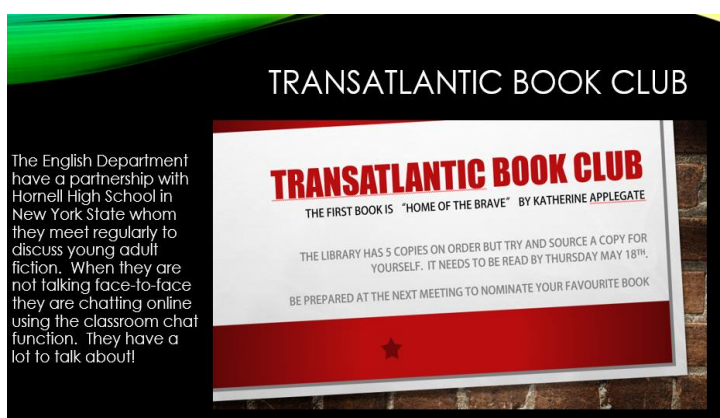


## Video Conferencing

What a fantastically busy term in the Library and it is very pleasing to see that the video conferencing schedule has accelerated. This is not an exhaustive list of our seminars held but some highlights have included: the continued collaboration with the Manhattan Music School; Philosophy Week with Sheffield University; Economics, Media, and Marketing from Goldsmiths University; Degree Apprenticeships with Jaguar LandRover and Medical School Applications Webinar. These unforgettable experiences make WCHS such an inspirational environment of opportunity, more scheduled for next year, watch this space....



# Transatlantic Book Club



At the beginning of the Summer term a group of Year 10 students established a transatlantic book club with a school in America. Students communicate via video link in the school library. So far students have had the opportunity to discuss their favourite novels, films and what they like to do in their spare time, as well as comparing notes on lessons and school life. In their last session they settled on the novel, 'Home of the Brave', as their first read. They will come back together in September to discuss this novel and to decide what they would like to read next.

**Mrs Charlton – Head of English Department**

# Redbridge Book Awards 2017

The Town Hall was fit to bursting with Redbridge students eager to meet some of their favourite authors, be entertained, get inspired and generally hang out with other people who share our passion for reading and storytelling. Special mention to: Amber Kwong (7B); Himasali Jayaratne and Safura Siddiqui (7E); Maddeline Balogun (7F); Ekta Saaj (8N); Zaynab Ali (8H) and Davina Grewall (8R) for being shortlisted and going on to win prizes in the Poetry and Short Story Competitions. Well done! Winning works can be found on display in the Library.

Wishing you a wonderful Summer.

**Mrs Horn**

### In the library

Currently reading ... everything by Evelyn Waugh



## The Jack Petchey Foundation Celebration Event, The Faraday Challenge Institute of Engineering and Technology, Savoy Place



As the winners of The Faraday Challenge we were invited to attend The Jack Petchey Foundation Celebration Event at The Institution of Engineering and Technology in Savoy Place.

We had been asked to develop a product which could improve performance in one of the three themes for the Land Rover BAR team (human performance, boat performance or environment). We were inspired by the story of Andrew Simpson, a British Sailor who unfortunately died when his boat capsized whilst training for the America's Cup. We coded a sensor using a microbit, which lit up when the boat tilted more than 45 degrees and would inform the sailors if the boat was at risk of capsizing.

Over twenty schools from the East London area attended and each had their own different and unique design. We set up our product and presentation and after a welcome speech from The Jack Petchey Foundation we went upstairs to talk to the judges and present our product. When our product was judged we pulled together as a team and pitched our idea really well.

One team presented their product as a comical role play which was great to watch. We also had the opportunity to judge the other competitors on their pitch and product design.



Whilst the judges were making their decisions we had an inspirational talk from one of the chief engineers on the Land Rover BAR team, who works closely with Ben Ainslie to develop and improve their team's boat for the America's Cup. We learnt many fascinating facts but the one that stuck in our head was that some of the instruments were so difficult to understand that two of the sailors were trained as pilots in order to use them effectively.

We unfortunately did not win a prize but we had a fantastic day and it was inspirational to be surrounded by so many aspiring engineers.



**Natasha 8W, Devina 8W, Lily-Belle 8W,  
Harini 8W, Mahum 8W, Shareen, 8W.**

## Maths challenges

If was another incredibly successful year for Woodford students in the annual Maths challenge. The Challenges are aimed at students who are interested in tackling stimulating problems. These problems are lively, intriguing multiple choice questions which are designed to stimulate interest in maths and challenge the mathematical thought process of the students.

The results were as follows.

### Junior challenge (years 7-8)

Bronze award	85
Silver award	79
Gold award	29

### Intermediate challenge (years 9-11)

Bronze award	104
Silver award	54
Gold award	14

### Senior challenge (years 12-13)

Bronze award	25
Silver award	25
Gold award	4

Particular congratulations go to the following students who qualified for the follow on rounds of the competition:

### Senior (12-13)

Suhaa Mahmood (13)  
Tejal Malde (12)

### Intermediate (9-11)

Divya Patel (11W)  
Thivieja Kirupananthan (11H)  
Vidya Divakaran (11W)  
Mahnoor Shoaib (11W)  
Erin Kyei (11W)  
Harleen Athwal (11H)  
Nikita Shah (11W)

### Intermediate (9-11) continued

Shreyasi Banerjee (11N)  
Grace Lee(10R)  
Janusha Uthayakumar (10N)  
Jasmi Sivakumar (9N)  
Thusika Tharmarajah (9N)

Congratulations also to two Year 13 students who qualified for the

### British Maths Olympiad

Megan Ward (13BMC)  
Sanjana Makhija (13NY)

Mr Paine – Head of Mathematics Department



## Gratitude Tree 2017



*From left to right - Aaina, Mathusa, Eugenia, Monica and Ms Liebeskind with the Gratitude Tree*

The Peer Support team is a volunteer group of Sixth formers dedicated to helping younger members of the school who find themselves needing that bit of extra support when times are stressful or they simply need to talk to an older, wiser member of the school community. The volunteers are trained in listening skills, and child protection. This year's team decided to drop-in to form groups at the start of the term to introduce themselves to students in Years 7, 8 and 9. The Peer Supporters asked each form member to fill out an old library card with a short anonymous statement about something they felt grateful for in their lives – good health, friendship, family support - or simply a positive thought for the day. Mrs Horn installed a “gratitude tree” in the library corridor, and Ms Liebeskind along with the Peer Supporters decorated the tree with the cards. Some of the most popular comments included thanks for life, access to education, family support as well as being fortunate to have delicious food to eat.

**Ms Liebeskind**  
**Peer Support Coordinator**

## The psychological value of visual art

Goldsmiths Webinar 6<sup>th</sup> July 2017



## The Psychology of Art – Webinar hosted by Goldsmith's University, London

What are the positive impacts of making and looking at art for human psychology? Not everyone is an artist, but everyone is born with an innate tendency to make rudimentary, symbolic drawings long before they can pick up a pen to write a coherent sentence. Archaeological records show that among the many skills that humans evolved to design their environments, art-making is one of the oldest, existing far before evidence of written communication. Small children will draw in an unashamed way before they can describe the world using words. The extent to which artistic talent is innate and can be refined by practice was keenly discussed by sixth formers at Woodford in a webinar hosted by Dr Rebecca Chamberlain based in the Psychology Department at Goldsmiths University. The group included sixth formers studying art, biology and psychology. The opportunity to consider the psychological value of art creation and appreciation, and its link to mental health was given thoughtful consideration by the group in this innovative academic forum. Challenging questions such as “why are there higher levels of psychosis and bipolar disorder in creative individuals?” were posed, and feedback from all four schools taking part in the conversation were shared as part of this enlightening afternoon.

**Ms Liebeskind**  
**Head of Psychology**

## Girls in Electronics

We have completed our first year of teaching Electronics here at Woodford County High. It has been packed full of excitement and creativity to engage and excite the year 7 students.

During the first half term of the carousel, students developed their knowledge and understanding of electronics, covering basic electronic components, Ohms law, circuits and much more. Students created circuits using conductive paint which lit up an LED light.

They later developed their knowledge using breadboard, wire, LED, switch and buzzer to create various circuits.

Then students created a merry go round out of cardboard and put a circuit together using a motor to control its movement. It was an opportunity to show their creativity.



All the skills and knowledge acquired from the first half term of work put to use in the completion of their final project during the second half term. Students worked through a product life cycle to build, complete a circuit and program a Merry-go-round

model using specialised software.

Students have enhanced various skills throughout this project. They computational thinking to program the model. Students have developed the ability to use basic electronics components and the correct symbols when using circuits. Students understand how an advanced electronic system can be powered and used in the product. They were all able to apply computing and used electronics to embed intelligence in the product that responds to inputs and control output using programmable components. Students also appreciated the importance of working in a team and in a professional manner.



**Mrs S. Siddiq**  
**Creative Technologies**

## Electronics



KS3 Electronics, part of STEM, will endeavour to engage and retain interest in Electronics and Programming amongst younger female pupils at the school. Female pupil participation in this subject area in mixed settings is often significantly lower than their male counterparts.

An action research project was carried out to explore the reasons and causes behind the hesitation and reluctance of female pupils to participate in Electronics. As a result of the focus group, a better understanding has led to the development of effective strategies to enthuse and excite female pupils, in addition to developing and delivering a challenging and fully resourced Electronics curriculum.



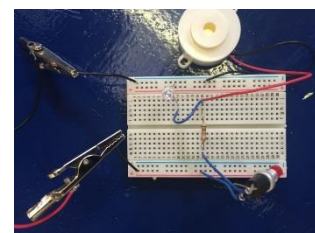
From the investigation findings, pupils are stimulated and motivated by different learning styles, most pupils prefer engaging with interactive resources as a way of learning. Here at WCHS, pupils are very fortunate as

they are driven and inspired to take up a male dominate subject in a single sex setting. It's also apparent that family influences the girl's choices at higher education.



The Year 7 Electronics curriculum provides opportunities for pupils to explore investigate and use components and programs designed to enhance and challenge pupil's creativity. The use of problem solving

briefs has encouraged a sense of experimentation. Pupils have needed to work together to develop creative solutions. We have seen pupil interest and enjoyment increase through these workshops. Girls have developed specialist skills which they can use to take study this subject further in Year 8 or apply their skillset to other subjects across the curriculum.



**Mrs S. Siddiq**  
**Creative Technologies**





## The UCL Holocaust Beacon School Project

We are excited to report that the school has been awarded a place on the UCL Holocaust Beacon School Programme. This means that the school is now a 'Beacon School' in its provision of Holocaust Education. As such we will be working closely with the UCL Centre for Holocaust Education in the establishment of a network of schools in the borough who we will lead, along with representatives from UCL, in the development of their schools' approach to teaching about the Holocaust and the creation of schemes of work to facilitate this.

This programme will also allow our 'lead teacher' to participate in a number of training sessions, including a four day residential training visit to Warsaw, so that she can fully explore ways to develop our provision of Holocaust Education as well as our approaches to learning at authentic sites, which will be of significant use to other school visits.

Overall, this year-long programme will provide us with high quality training and resources that we can use to ensure our students make genuine progress in their understanding of the Holocaust, empowering them with deeper knowledge of this vital aspect of History, and encouraging them to think more independently and critically about the issues involved.

**Ms Horner**  
Head of History Department

## School catering – School Council takes part in the tendering process

With the school catering contract up for renewal, members of the school council were invited by Ms Pomeroy to take part in the tendering process. The 'taster' day started at Davenant Foundation School, where I entered a room full of food - a dream come true for any student. The first catering company that presented to us was Alliance in Partnership (AiP), a company mainly based in the West Midlands. I found myself taken by their food display, which seemed at first glance appetizing and colourful. Taking a closer look, we discovered that the packaging showed ingredient details and labelling that distinguished between the meal deal and which products were vegetarian. I also felt that the options presented were different and unusual from what we were normally used to as they varied from chicken drum sticks to raspberry flapjacks. Avani enjoyed the pizza naan bread which was full of flavour and I indulged in couscous, whilst trying to juggle other food items in my doggy bag. Their presentation was filled with a great deal of energy and enthusiasm, the main message that they emphasized throughout, was how healthy and nutritious their food is, whilst still maintaining rich flavours. Something that was key for students that are constantly working hard, like us Woodford girls!

Keeping an open mind, we moved onto Harrison's presentation, our current caterers. I felt their food wasn't quite as tasty in comparison to AiP. Even during the tasting session, I felt rather limited by the options as I didn't know what products contained which ingredients, as I only eat halal food. I was definitely having a Lord Sugar moment, deciding whether I preferred Harrison or AiP. In the end I was taken by AiP as they offered a wider variety of flavours and cuisines. If it was only a question of taste I would have offered the contract to them. But the tendering process involved more than our school and in the end the decision was made to stick with Harrisons and to keep them to the promises they have made regarding food labelling and more flavour!

**Namra Din 12SPA**

## Busking Thursday



Busking Friday was relaunched after Easter – as Busking Thursday! The change of day came about following a request from the School Council. It transpires that the lure of chips on a Friday was just too great - but many girls regretted missing the busking because of this, hence the request. I was happy to agree to the change.

For those who do not know, the concept of Busking Thursday is that any girls who fancy having a go at performing can come to the Greek Theatre and perform in an informal and supportive setting. All they need to do is arrange it with me in advance.



Once again, we have all been impressed by the variety of talent displayed by the girls. Acts have ranged from individuals singing (sometimes a capella) to duos, trios and full-blown groups such as Apollo 8 (Sixth Form) and Fallen Beyond Sanity (Year 9). A variety of genres has been on show, but this year I have been particularly impressed by girls who asked if they could perform on the day (sometimes to fill a vacant slot). This hasn't happened in the past and one of the performances stunned the audience by its quality. [One student wrote a song about someone she knew who was compelled into a forced marriage.] When she performed it the audience was captivated by both the content and quality of her writing, and also by her wonderful voice and performance. It was a truly memorable moment.

It is great to see so many girls getting involved (we have had performers right the way through from Years 7 to 13) and it has also provided the staff with a chance to entertain the crowds with their Busking band Bad Grammer (get it?). This also gave the girls an opportunity to bid a slightly different sort of farewell to three members of the band on their departure from the school staff – Ms Dion (French Assistant), Mrs Duffy (Biology Teacher) and Mr Mawani (Modern Foreign Languages teacher). Their farewell performance went down a storm and attracted a record audience for a busking session, allowing us to see out the term in style.

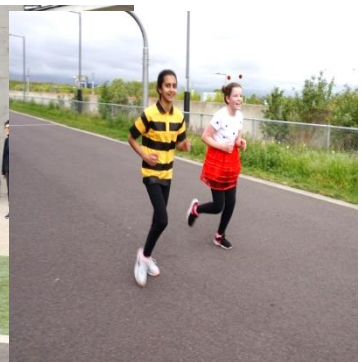
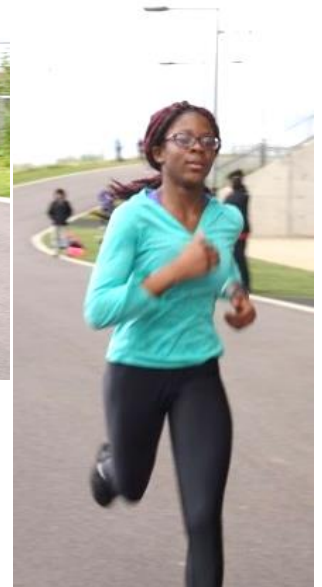
**Mr Jenkins – Deputy Headteacher**



## 5K Velo Park Run



On Saturday 22<sup>nd</sup> April 2017 over 65 girls participated in the 5K Run at the Velo Park in Stratford. It was a fantastic morning and the rain just held off. Everyone put in a remarkable effort and completed the run with a smile on their face. A total of **£2,141.22** was raised, which will be shared between the Innovation Lab and the PE department to fund pedometers for students. A massive thank you and well done to everyone who participated.



## Fairlop Waters

The Year 9 trip to Fairlop Waters was incredibly fun and a great way to put us outside of our comfort zone. All students were either in dragon boats, katakana canoes or bell boats. Throughout the day we raced against other groups and learnt to work together in order to move the boat more efficiently. The whole day helped us to improve such a wide range of physical skills but also more importantly my teamwork and communication skills. It was a great experience to sail in a colourful dragon boat with friends and even though we were not the best when the instructor let us do it on our own, we still had a great time singing "Let it go" whilst being towed back to shore!

**Alice 9R and Jessica 9R**

## A Traditional Welcome for our American Visitors



In October last year Ms Pomeroy went to the USA and had the pleasure of working with academic, Dr Marina Aleixo, from the University of Minnesota, who is currently focusing on the successful integration of refugee communities. Dr Aleixo and her colleague Dr Nimo Abdi were keen to visit Woodford County High School and to talk to some of our sixth form students about their education here and their awareness of education issues internationally.

On Wednesday 7<sup>th</sup> June Ms Pomeroy, Mr Jenkins and Sixth Formers Akua, Joni and Aarti, welcomed our visitors with a tour of our beautiful building followed by a traditional cream tea. With delicious scones, cream, jam and some fresh strawberries, the tea was declared a fine tradition and was enjoyed by all.

We were very pleased to host Dr Aleixo and Dr Abdi and we hope that they know they are welcome back for a visit any time – especially if we are to enjoy a cream tea once again!

**Mrs Amanda Stone - Pupil Health and Welfare Administrator**



## Cassia Agyeman Y7

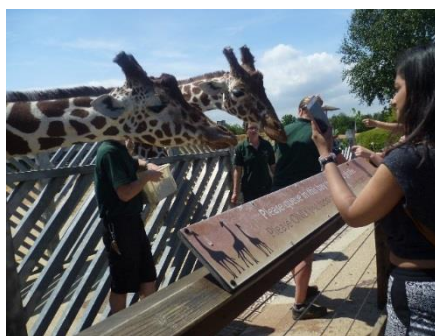
Cassia has been very busy this term not only with her studies here at Woodford County High School, but she has managed to squeeze in treading the boards at The Royal Opera House in their production of Otello. Congratulations to Cassia!

## Colchester Zoo



On the 4<sup>th</sup> and 5<sup>th</sup> of July Y10 went to Colchester Zoo to explore the role of the zoo and animal adaptations. The new GCSE has a bigger emphasis on the importance of humans protecting habitats and animals, and Colchester Zoo gave an informative lecture to Y10 on this. They had the opportunity to explore the zoo, with the enclosures organised by habitat, location and endangered species status provided. Students strolled through the underwater tunnel to see the sealions, walked along the Africa habitat to see some of the big 5 game animals and appreciated the need for all animals and that it is everyone's role to help protect them. As insects are pollinators they are vital for plant fertilisation and therefore support all food webs. The students had the chance to learn about endangered insects and the disastrous impacts to life on Earth if we don't all play our part in helping protect them, whether it is

something as small as spreading awareness on social media, to larger gestures of voluntary work and donations. What part will you play to help protect habitats and animals.



**Ms Estruch – Head of Biology**



## Tennis Training with Judy Murray



I have recently had the honour of being invited to an exclusive all-girls training session with Judy Murray. This was a part of the “she rallies” campaign organised by the LTA and Judy with the aim to encouraging more girls to play tennis. As one of my coaches is the programs ambassador for the area, our club was hosting the event.

After an inspirational pep-talk from Judy, we had two hours of fun, intensive exercises, drills and other activities, some of which were quite unusual such as playing catch with water balloons, which was much enjoyed by all of the girls and coaches. Then we heard another short speech from Judy, addressing the girls, coaches and parents, followed by a photo session, tea and cake.

Although we had already chosen this sport and played it with much enjoyment, a lesson with such a talented and famous coach made us even more eager to show our potential in tennis in its fullest.

**Polina 7F**

## After-School Clubs



Mrs Cook has yet again carried out sterling work in laying on and managing a wide range of after school clubs for the girls to attend. In addition to the usual favourites of cooking club and badminton, other activities have been extremely popular, most notably signing, singing, nail art and drama. We are particular proud of the girls’ achievements in the latter. All participants were entered for the LAMDA (London Academy of Music & Dramatic Art) Certificate and every one of them achieved either

a Merit or a Distinction, with the majority receiving the latter. All of the clubs for the first half term of Autumn 2017 are already booked up. We are particularly looking forward to welcoming back our self-defence and film-making courses, and are very excited about a new project being launched in collaboration with a local radio station, which will allow girls to record and broadcast their own short programmes.



**Mr Jenkins – Deputy Head Teacher**





## Sports Day

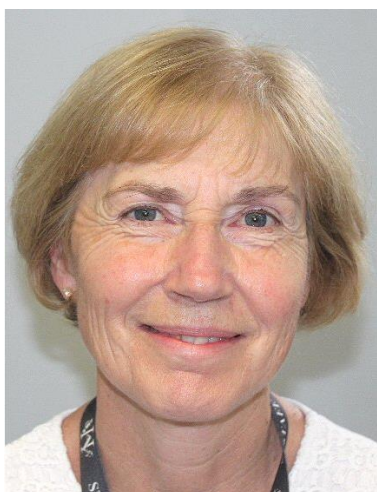
On Tuesday 11<sup>th</sup> July we held our highly anticipated annual Sports Day. As usual, it was an extremely competitive event, with students putting in every effort in order for their house to succeed. The rain held off for most of the morning, until the middle of the 4x100m relay, when the rest of the day had to be postponed. After completing the throwing events the following lunchtime, the results were incredibly close, with just 3 points between 1<sup>st</sup> place and 3<sup>rd</sup> place. It was Newton who triumphed as the overall winners this year.

**Miss Harris – Head of PE Department**





## Leavers Gallery



### Carol Burgess

The 29 years Carol has devoted to the teaching of English represent a very considerable period of service. Woodford has been the backdrop to her career and as such will have played a significant role in her life. Her work here has influenced not only

generations of Woodford students but also a great many colleagues both within the department and beyond it. In short, she has made a real difference.

For almost three decades Carol has promoted her subject tirelessly, supporting students to respect the language and to develop a love of literature, understanding how reading enriches our lives. She's maintained a very positive working environment in her classroom, supporting open discussion and encouraging creativity in her students in a whole variety of ways. Girls have benefitted from visiting poets and drama groups and have greatly enjoyed the chance to see world class theatre in London. As Head of Department (until a year ago) she led a talented and cohesive team of teachers through the turbulence of curriculum change and the vicissitudes of examination marking in the subject. She even grew her own successor in the role which is an achievement in itself and one for which we have reason to be grateful. Quietly and generously she has worked with commitment, energy and professionalism to support both students and colleagues and she has contributed a great deal to the high standards for which the school is justly known.

The retirement for which Carol leaves us has been well earned. It opens up endless possibilities for travel and for theatre ...and for all that reading. We wish her health and happiness and encourage her to visit us often.



### Kim Mitchell

Kim joined Woodford as the full-time Senior Science Technician 14 years ago and for the last two years has been easing herself towards retirement by working part-time. Her support of science education has never diminished and her strong organisational skills, reliability and very

good judgement over a period of considerable change has been invaluable and appreciated by many colleagues on both the teaching and the support teams.

Kim leaves us now just as the Science Department moves into its new accommodation and thus launches on an exciting new phase at Woodford. Kim's contribution towards this move has been significant and the science department staff know they have her good wishes as they move from strength to strength going forward.

While we send Kim our very best wishes for a happy and full retirement, I am pleased to report that she is not severing her association with Woodford completely, and she is coming back to work with us as an examination invigilator. We look forward to seeing her around school again.

### James Pearce



James leaves us this year after five years at Woodford as a Teacher of Maths. James has many interests centred on his passion for mathematics and this prompted his decision to reduce to a part-time post in the latter stages of his time here. We congratulate James on

his new appointment at Wanstead High School from September 2017.

You cannot imagine a headteacher's total astonishment on receiving an e-mail from a colleague (back in 2013) with a

## James Pearce *continued*

school timetable he had done “just for interest” attached! It still remains one of the most surprising communications this Headteacher has ever received! In typical Woodford fashion we encouraged and nurtured this new found interest and James has been responsible for the construction of our school timetable for the past four years. We are delighted that he has agreed to continue with this challenging task, at least for a further year.

Students at Woodford have certainly benefitted from being taught by so skilled and enthusiastic a mathematician and he has instilled in them the confidence to persist with what they have found challenging and ultimately to develop that all-important resilience as mathematicians themselves.

James has also supported a wide range of school activities, the most memorable being *Busking Friday* (more recently *Thursday*) and the annual Battle of the Bands event with Ilford County High School.

We wish James all the best in his new school and look forward to his continued association with Woodford



## Shakeel Mawani

Shakeel is relocating to take up a promoted post from September.

Shakeel joined Woodford in September 2013 as a Newly Qualified Teacher and has developed his skills as

a teacher of French and German during his four years here, while at the same time enriching learning for students with his enthusiasm for modern languages. Shakeel has been instrumental in the design and organisation of a range of visits and activities which have played their part in bringing languages to life for those learning them. Most recently he re-instated our popular day trips to Boulogne, nothing daunted by the need to set an alarm clock for 4.00am and a late return to school with girls both excited and exhausted by their day in France.

**Shakeel Mawani** *continued* Shakeel has been a form tutor during his time here and his tutor groups have warmed to his humour and valued his calm and professional support. He has served his colleague as NUT rep and, in a memorable final gesture, entertained us all as lead singer of the staff band at the 2017 Leavers’ Tea. Shakeel will be missed as a colleague in the MFL Department and beyond, but he leaves with our best wishes for the future.



## Ningning Yang

Ningning is relocating with her young family. She takes up a teaching post in the independent sector in a school which will give her valuable experience of teaching the International Baccalaureate (I.B).

We are very fortunate that Ningning set her sights on teaching at

Woodford and we have greatly enjoyed getting to know her since she joined us four years ago.

We are grateful to Ningning, not only for enormous contribution to the teaching of Maths at Woodford, but also for her diligence as a proactive tutor for our sixth form students, helping them to develop their study skills, guiding them through the UCAS process and providing supporting references which highlight their attributes and acknowledge their aspirations.

During her time here Ningning became a Mum and her son Mark is always a joy when he visits the school.

As Ningning starts a new chapter for her and her family we wish her and them the very best of luck.





## Ozzie Topal

Ozzie, our Design Technology technician, is leaving to take up new and exciting challenges in the private sector. We were delighted when Ozzie joined us and we have really appreciated his active contribution to developing our programmes in Design Technology and Computing.

Our three years' association with Ozzie has been, it is hoped, a mutually beneficial association. As a designer himself, Ozzie brought with him a lot of experience and ideas and in return we introduced him to specialist equipment that he'd not used before. This arrangement supported the development of the department and resulted in a much greater use of its resources.

Evidence of Ozzie will continue to be found around the school as he is responsible for the design and production of many of our school banners – and even the label for a certain school bear.

Ozzie is relocating to Kent with his family and they take our best wishes with them for the future.



## Liz Adshead

While Liz has only been at Woodford a relatively short time (two years), her contributions within the Science department and particularly within Chemistry have been significant. We were delighted a year ago to promote her to the role of Head of Chemistry

and it is a great shame that she is leaving us as the science department move into our magnificent new building. She has been instrumental in promoting STEM opportunities to girls, her teaching has inspired and enabled and she has worked with great professionalism to support colleagues in delivering new syllabus content confidently.

Liz leaves us to take up a promoted post in a local independent school. She does so with our very best wishes for the future.



## Nahida Karim

Nahida joined Woodford as a Teacher of Science in September 2016. We were fortunate to find an experienced colleague who was willing to fulfil a short-term need and we are very grateful to Nahida for her enthusiasm and hard work during her time here. A Woodford mum

as well as a teaching colleague, Nahida is strongly supportive of the school and its aims. We thank her for the role she has played in enacting Woodford's vision and values this year.

We wish Nahida the very best for the future.



## Barbara Duffy

Barbara joined us in 2016 to cover a one-year maternity leave.

As an ex-parent Barbara knew the school very well and her affinity with the Woodford ethos was evident from the outset. Our students were quick to recognise her strong subject knowledge and they respected the calibre

of her teaching and her high expectations of them.

Despite being a part-time colleague Barbara readily agreed to support sixth form students as a tutor providing sound advice and support and encouraging them to recognise and celebrate their achievements.

Barbara has accepted a promoted post at her former school. We hope that her long association with Woodford as a parent and a colleague will now continue as a friend of the school.

